



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p data-bbox="100 754 1128 794">Please see separate July 2023 review on the school website</p> <p data-bbox="100 858 896 898">Click this link <a href="#">2022-23 Sports Premium Report</a></p> <p data-bbox="100 962 2101 1050">Look for About Us/Funding Reports/Evidencing the Impact of the Primary PE and Sports Premium 2022-2023 where the plan that was set in September 2022 has been evaluated</p>		

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Increase sports led activities at lunchtime	Lunchtime TAs as they will support activities, Sports Coach as they will lead a skills and/or games-based activity, pupils as they will participate in the activity.	<p><b>Key Indicator 2:</b> The engagement of all pupils in regular physical activity – The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in <i>school</i>.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Strategic decision taken to fund this from the school existing budget.
CPD for teachers.	Primary generalist teachers.	<p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport.</p>	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	£980 for teachers to undertake CPD led team teaching.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Increase the offer of sports after school clubs	Sports coach who will deliver the session, pupils that participate in sessions.	<p><b>Key Indicator 4:</b> Broader range of sports and activities offered to all pupils</p> <p><b>Key Indicator 5:</b> Increased participation in competitive sports</p>	There will be an increase participation in sport for children year-on-year and representation of all groups of groups of children.	£3,985 costs of Sports Coach.
All children engage in a term of Forest School learning in addition to their outdoor learning to encourage physical activity and wellbeing.	<p>Forest Schools Leader – taking the session.</p> <p>Teachers – who will support the sessions.</p> <p>Pupils – who will participate in the session.</p>	<p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity – developing children’s physical literacy. Sport England have cited that, <i>“Every child...has the right to be active, to benefit from being active in a safe, positive and trusted environment ...Positive experiences at an early age help build the foundations for an active life. If children and young people have experiences that feel fun, positive and give them a sense of confidence, they’re more likely to want to be active in the future...</i></p>	<p>Children will be able to sustain longer periods of concentration.</p> <p>Teachers will be able to use the skills from the Forest Schools session in own outdoor provision so activity will increase even further.</p>	£4,875 costs of Forest School provision and associate resources

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Engagement for pupils that are more difficult to reach in the mainstream P.E. offer.	Forest Schools Leader – taking the session. Teachers – who will support the sessions. Pupils – who will participate in the session.	<p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity – Sports England have cited that, <i>“Every child...has the right to be active...and to have an equal chance to achieve their potential...physical activity can do so much good for our mental and physical wellbeing, and for children this is even more profound: there’s evidence obesity levels are increasing and mental health deteriorating – rates of 5-16-year-olds who may have had problems with aspects of their mental health to such an extent that it impacted their daily lives, has increased from one in nine in 2017, to one in six in 2020.”</i></p> <p><b>Key Indicator 4:</b> Broader range of sports and activities offered to all pupils</p>	Children will engage for 4/5 sessions.  Specialist TAs will be able to relay the levels of engagement from the children in their groups with their teachers.	£4,875 costs of Forest School provision and associate resources

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Develop the delivery of Dance within our KS2 PE provision and increase staff confidence in supporting through a sequence of lessons.	Teachers – who will lead the children in the sessions. TAs – who will Pupils – who will participate in the session.	<p><b>Key Indicator 1:</b> Increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity – Sports England have cited that, <i>“Every child...has the right to be active, to benefit from being active ... and to have an equal chance to achieve their potential.”</i></p>	<p>Staff confidence increase in the delivery of primary dance. When the school is fully staffed (a further 3 years) the need for the dance CPD will fall away as staff will have the skills, knowledge and confidence to deliver dance themselves.</p> <p>Enrichment for children that would otherwise not benefit from dance classes.</p>	£500 subscription cost. Free CPD included in the subscription.
To expose the children to a range of competitive sports from mainstream and more marginalized sports by enriching the curriculum with visiting sports professionals and clubs.	Teachers – who will accompany the children to the sessions Sport Coach – who will be able to make links with local sport clubs TAs – who will support the children in the session Children – who will participate in the sessions	<b>Key Indicator 5</b> - Increased participation in competitive sport.	There will be an uptake in using the provision of external sports clubs outside of school.	£780 cost for external providers.

## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Increase sports led activities at lunchtime	Daily lunchtime activities led into children having a higher exposure to different sports as a result, year 1 children have gained a love of cricket.	Recommend that this provision continues next year and to ensure a wider proportion of the children benefit there will be a year group rota. Development of sports leader in upper key stage 2 to support on lunchtime duties.
All children engage in a term of Forest School learning in addition to their outdoor learning to encourage physical activity and wellbeing.	All children accessed Forest School sessions as a result, they had additional activity time to extend their physical activity in the weeks of Forest School.	Continue next year. Amend timetable to increase sessions next year.
Engagement for pupils that are more difficult to reach in the mainstream P.E. offer.	Children have engaged in physical activity. Adaptations such as changing, using alternative uniform and separate small-group activities in lessons have improved the engagement.	Additional adaptations in lessons included in provision for all year groups. TAs to receive additional CPD to support with the engagement for all.
Develop the delivery of Dance within our KS2 PE provision and increase staff confidence in supporting through a sequence of lessons.	Specialist teacher uses to teach PE throughout KS2 sports week and Year 2/3/4 Egyptian Day.	Introduce and embed the Royal Ballet School 'Primary Steps' in PE sessions and train teachers to deliver these sessions.
To expose the children to a range of competitive sports from mainstream and more marginalised sports by enriching the curriculum with visiting sports professionals and clubs.	Visiting sports to the school this year: <ul style="list-style-type: none"> <li>• Skipping (Skippy John) as a result, groups of up to 11 children regularly skip on the playground in their break</li> </ul>	Purchase more skipping ropes for next year. Chance to Shine to be approached to provide coaching at school.



	<p>and lunch.</p> <ul style="list-style-type: none"><li>• Contemporary Dance (Miss Lawrence) consequently, three children have taken up places at a local dance school</li><li>• Martial Arts (Matt Fiddes) as a result, 1 child has joined the club.</li><li>• Cricket (Chance to Shine)</li><li>• Football (STFC in the Community)</li><li>• Tug 'o War (Lawn Manor Academy Sports)</li><li>• Dodgeball (Lawn Manor Academy Sport)</li></ul>	<p>Continue to explore local sports clubs to provide taster sessions.</p>
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## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A	School open up to Year 4 who are currently swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	N/A

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>N/A</p>	<p>N/A</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	<p>N/A</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	Mrs Louise Dance – Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs Michelle Tkocz – Assistant Headteacher
Governor:	Mr Tim Robbins – Chair of Governors
Date:	2 <sup>nd</sup> February 2024 Impact Statement completed 24 <sup>th</sup> July 2024